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ABSTRACT

Activities are described that illustrate the ways new emphases on structure, liberal arts curriculum, attention to basic skills, a global approach, four-year study courses, and non-lecture pedagogy are being incorporated into college curricula across the country. An opening essay ("The General Education Reform: Accomplishments and Future Agenda") by Carol J. Guardo reports on the reasons behind these recent reforms in general education, cites some of the benefits of the changes, and recommends how faculty members and administrators can maintain the momentum for necessary changes. A second essay ("Thinking Skills and Upper Division General Education Courses") by Ron B. Rembert cautions that before administrators can add an upper division component to their general education program they must determine whether lower division courses provide adequate preparation. Programs at the University of Maryland, College Park, Lewis and Clark College, the University of North Carolina at Chapel Hill, Albertus Magnus College, Indiana State University, Saint Joseph's College, the University of Houston, California Lutheran College, Davis and Elkins College, Frostburg State College, Lafayette College, and Northwestern University are described, and a list of resources provided. (Author/MSE)

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The forum for Liberal Education

Extending General Education to the Junior and Senior Years

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Extending General Education to the Junior and Senior Years

In April 1982 Jerry Gaff and Thomas Klein concluded in an Association of American Colleges survey report that colleges and universities are incorporating "more structure, more liberal arts subject matter, more attention to basic and advanced skills, and qualitative changes toward integration, global studies, a four year course of study, and non-lecture pedagogy" into their newly-revised general education programs. The activities described in this issue of *Forum* illustrate the ways in which these new emphases are being put into operation across the country. The unifying feature of these schools is their explicit attention to general education in the students' junior and senior years.

In the opening essay Carol J. Guardo reports on the reasons behind the recent reforms in general education, cites some of the benefits of these changes, and recommends how faculty members and administrators can maintain the momentum for the necessary changes. In the second essay Ron Rembert cautions that before administrators can add an upper division component to their general education program, they must determine whether or not the freshman and sophomore level courses are adequately preparing students for the critical thinking exercises described in the syllabus of the typical junior/senior level general education course.

The General Education Reform: Accomplishments and Future Agenda

by Carol J. Guardo
Provost
University of Hartford

The current general education reform is the third of the twentieth century to take place in the United States. A reform movement occurred after each of the two World Wars; the present reform, perhaps not accidentally, follows the Vietnam conflict and spans the last decade.

The report on general education issued by Dean Henry Rosovsky to the Harvard faculty in 1976 both exemplified and served as a catalyst to the current movement. By 1978 when the Harvard faculty adopted a required core curriculum, the media spotlight was illuminating a nationwide reform movement as faculties from coast to coast sought to develop designs for general education curricula appropriate to their own students and consistent with their educational goals. Reformers were provoked and motivated to marshal arguments for liberal education and to work on its content and process in all kinds of college and university settings.

Reasons for the Reform

Many reasons have and can be cited for the current reform movement. There was an easily identifiable nationwide rise in vocationalism and a related overspecialization by students in fields selected for their job potential. Faculties reacted to the abuse of the humanities and the social sciences by radical students of the late sixties and early seventies who also displayed considerable disdain for the sciences. They reacted as well to decreased academic requirements and standards. Faculty members had relaxed these due to the perceived student right to the choice of individually defined educational pat-

terns and the attribution of student wisdom to select intelligently from the educational smorgasbord of courses being proliferated in colleges and universities. The poor quality of basic skills in writing, speaking, computing, and reading which entering students brought to their studies generated concerns which, when combined with the foregoing factors, gave impetus to the current reform movement in general education.

If we as educators are completely honest, however, we will admit that the most important reasons for revising general education curricula were: first, the overselling of the economic value of a liberal arts degree in the sixties, and second, the decline in humanities enrollments in the seventies. The threat to the job security of the faculty (especially those in the humanities) prompted much of the noble return to the articulation of the value of liberal education and the efforts to revive its viability. The jocular statement that educators learned that the best defense is a strong offense is perhaps a cynical yet accurate interpretation of the force behind the present reform.

Although as recently as 1977 general education was labeled a "disaster area," it is important to acknowledge that the reform has led to some identifiable accomplishments. There has been *some* reaffirmation of the values of general education, *some* reexamination of the content of general education programs', *some* restructuring of general education curricula, and *some* revitalization of the process of general education, i.e., of those activities whereby faculty members acting as designers of curricula review, revise, implement, and evaluate new designs for general education curricula.

The reform movement has succeeded in stopping the pendulum swing toward vocationalism by pulling academic programs back to more balanced points. It has also prompted much rethinking and redefinition of the academic missions of several institutions, mostly small colleges, which came to the realization that they were no longer "true" liberal arts colleges. They found themselves with programs in nursing and business and social work or other professional areas presenting a new challenge to their academic mission, namely, the integrative relationship between professional and liberal education.

Across the country, the general education movement has accomplished an awareness of and partial response to the need for the broadening or liberalizing effect attributed to general education. And the reform is not over. Study continues. Faculty committees in many of our colleges and universities still struggle with the issues and challenges of general education reform as new concepts and rhetoric continue to enter the movement.

The Future Agenda of the Reform

If the current reform movement is to accomplish the objectives of establishing the values of liberal education, bringing them into meaningful alignment with the values of professional education, and fostering the development of educational experiences which allow colleges and universities to graduate educated persons, the reform movement must consolidate its gains and continue its progress. From a general perspective, the movement must maintain its visibility and underscore its values. More specifically, reformers need to address the following agenda items.

Reformers must acknowledge that some regression in the movement will occur both in local situations and at the national level. Regression is a normal part of any developmental process, i.e., some backsliding from curricular change or of faculty commitment to the change is virtually inevitable. Regression can, however, be controlled by seeking to minimize the waxing and waning of attention to general education issues and by keeping the educational challenges as fresh and vibrant as possible by tying them to the major circumstances that are affecting higher education at any given point in time. The recent crisis in student financial assistance, for example, provoked some of the same impatience with the perceived lack of practicality in a liberal education as had occurred earlier as a result of the rise of careerism. Such a challenge can and should renew the vigor with which reformers proceed to address the general education needs of students.

The best antidote to regression is, of course, progression. Thus, reformers also need to work to spread the reform movement to various kinds of institutions. Researchers have found that most of the general education reforms have taken place at four-year, moderately selective, undergraduate colleges with enrollments of less than 5,000 students. One can observe, therefore, that *most* college and university students enrolled in large numbers in all other institutions of higher education are not having their education seriously affected by the reform movement.

If the movement is to spread out to these students, reformers must develop empirical, evaluative evidence that general education experiences make a difference in the development of whatever basic competencies or characteristics are ascribed to or sought for the educated person. Rhetorical assertions of the values of these experiences are no longer persuasive. During this period of heightened economic uncertainty for higher education, general education must overcome the appearance of being increasingly impractical. The allocation of faculty and curricular resources to educational areas whose outcomes are vaguely identified is neither justified nor compelling. College administrators must clearly demonstrate the outcomes and values of these areas.

A recurrent factor where general education reform has achieved success is acknowledged to be the leadership and work of key faculty members and administrators. Consequently, the movement's agenda must include efforts within institutions to develop successors to its current leaders. Without these new leaders, the gains made to date in the reform movement are in jeopardy. New faculty leadership for general education will be difficult to develop, however, unless administrators take steps to attach appropriate rewards to faculty work on general education curriculum, especially the design of new courses or programs *prepared expressly for liberal education purposes.*

Most "new" general education curricula are discipline-based. Thus, the reform movement must continue to push beyond departmental or discipline-based curricula. Discipline-based curricula are usually more defensible in terms of the politics of "turf protection" than in terms of the values of a broad and diversified education.

Reformers also need to seek out ways to involve *students* in the substantive redesign of general education curricula. When surveyed, students consistently attest to the importance of general education, particularly if they view it as one of the broad purposes of a college education and

consistently identify developing a philosophy of life as one of their college goals. Approaches to the reform of general education should capitalize on these findings. Students need not be involved as designers of the new curriculum; that is the task of educators, primarily the faculty. Students can, however, play a significant role if they are used as the critical testers of the intelligibility and persuasiveness of the rationale for general education experiences in their programs. One does not educate by requirement; any requirement should and must have an educational rationale which can stand on its own merits and be appreciated by learners.

After general education reformers have faced and successfully addressed these items of agenda, they need to prepare to meet what will perhaps be the most telling test of the sincerity of commitment to the values of liberal education, the test of increasing enrollments in the traditional liberal arts disciplines, if and when they come. Unless those who profess fundamental commitments to general education sustain and nurture them in both good and bad times, others, especially students, will have no compelling reasons to value them. And in the light of the continuing social need for and student interest in professional education, reformers of general education must integrate these commitments and values with the goals and values of specialized preparation and career-related skills. If these challenges are successfully met by reformers, general education should survive, and possibly even flourish, in the years to come.

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Thinking Skills and Upper Division General Education Courses

by Ron B. Rembert
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In an early session of an upper division general education course on contemporary global issues, I adopted an unorthodox approach in launching a discussion of a complex problem, the environmental effects of leveling the forests in South America. Turning to the blackboard at the beginning of class, I outlined a thinking skills exercise involving cause/effect reasoning. Within a few minutes, the blackboard was covered with circles randomly placed under three categories: past, present, and future. Circle A was connected to Circle B and Circle F. Circle B was attached to Circle C which, in turn, was connected to Circles D, K, and M. After tying all of the circles together, I turned to the students and challenged them to determine which lines connected circles in a strict cause/effect relationship and which did not. For sometime the students struggled with the issue of necessary connections in cause/effect relationships and attempted to clarify the differences between primary and secondary causes in those relationships. Finally, at the end of the exercise, one student asked the questions which were on the minds of many: "Why are we doing this exercise? What does it have to do with forests in South America?"

On this occasion, I was encountering a problem which William A. Sadler, Jr. and Arthur Whimbey describe in their Fall 1980 *National Forum* article, "Teaching Cognitive Skills: An Objective For Higher Education":

> Whether performing successfully or unsuccessfully in terms of grade average, students who cannot analyze effectively, who fail to understand the reasoning processes embedded in a course, who cannot direct thinking productively, present a significant learning problem in education.[1]

[1]William A. Sadler, Jr. and Arthur Whimbey, "Teaching Cognitive Skills: An Objective for Higher Education," *National Forum* (Fall 1980): 44.

Students who are successful in courses within their major field of study may arrive in upper division general education courses and "fail to understand the reasoning processes embedded" in those courses because they have not acquired a large repertoire of thinking skills along the way. This problem arises in many courses above the introductory level, but is especially evident in upper division general education courses which require students to employ a variety of distinctions and think in patterns which differ from those utilized in their respective disciplines. These courses demand a range of thinking skills which many juniors and seniors have not acquired. We must ask ourselves at what point in their undergraduate program can students acquire the range of thinking skills required for success in these courses?

The ill-prepared students should not be held totally responsible for their lack of preparation. Designers of upper division general education courses who have failed to identify the specific skills required for success in these courses are equally culpable. I recently reviewed 30 general education programs offering courses at the upper division level as a project in the Association of American Colleges' National Fellows Program. I discovered that most programs list course objectives such as challenging students "to think critically" or to engage in "decision-making" or "problem-solving" *without*, however, specifying the particular thinking skills exercised in accomplishing these goals. Such broad objectives do not tell students which thinking skills need to be developed before entering upper division general education courses. As a result, many students arrive in such courses unprepared.

This was the conclusion I reached in my course on contemporary global issues after observing the results of the thinking skills exercise on cause/effect reasoning. I returned to my course description and began to identify the particular thinking skills exercised in a course in which

students consider the value dimensions of lifestyle questions and career choices while exploring complex social, economic, and political issues of global proportions, especially over-population, energy, ecology, and the distribution of wealth within and among nations.

I decided that students must demonstrate one thinking skill throughout the entire course: the ability to distinguish between what is *possible, probable, improbable,* and *impossible*. In examining the values underlying various lifestyle questions and career opportunities, students must develop skills in using other distinctions such as is/ought, means/end, and short-term/long-term. The *is/ought* distinction, coined by philosophers, will force students to identify the range of lifestyle and career opportunities, on the one hand, and the value of each possibility, on the other hand. The *means/end* distinction will enable students to clarify the steps leading to those possibilities which they deem valuable. And the *short-term/long-term* distinction will aid students in establishing a timetable for following the steps leading to those opportunities.

In exploring complex global issues, students also will need to employ another set of distinctions. The *cause/effect* distinction will help students trace the emergence of global problems as well as elaborate the consequences. The *part/whole* or *whole/part* distinction will remind students of the need to approach global problems from various points of view, for example, the Western and non-Western or the First World and the Third World. The distinction between *differences of degree* and *differences of kind* should inform the students' efforts to delineate the differences between these various points of view. Students will also need to uncover *statistical fallacies* such as erroneous use of percentages, means, or medians which separate accurate from inaccurate reports of global problems.

The effective use of these distinctions will depend upon the students' abilities to think analogically. Thinking analogically in a course about the possible consequences of contemporary global problems involves identifying similarities while accounting for differences between past events and future possibilities. It is the kind of thinking required for making projections into the future. A capstone course such as mine on contemporary global problems may be the first opportunity for many students to make such projections for themselves. In that case, this upper division general education course must serve two purposes at the same time—as an opportunity for students to develop certain thinking skills as well as an opportunity for students to apply these skills to complex problems.

Most upper division general education courses are not designed to serve this dual purpose. These courses usually provide students with an opportunity to apply skills which they are expected to acquire in a thinking skills course offered at the freshman or sophomore level. That expectation may be fair or unfair, depending upon the range of skills developed in those courses. In some general education programs, administrators have approved a set of courses from various departments, including English, mathematics, foreign languages, or computer science, as thinking skills courses which satisfy a requirement at the lower division level of those programs. Although students acquire some skills by taking one or another of these courses to fulfill a requirement, there is no guarantee that they will develop the repertoire of skills required for integrative study at the upper division levels. Only those thinking skills courses designed specifically to prepare students for tackling the objectives of upper division general education courses can provide any guarantee of success in the area of preparation.

The guarantee attached to such tailor-made thinking skills courses has limits. These courses may introduce students to the range of skills required for success in the upper division courses, but they cannot offer enough opportunities for exercising those skills. Other opportunities exist, however, in the variety of courses offered outside of the general education program. For example, most of the distinctions used in the course on contemporary global issues arise in science courses. A physics instructor can help prepare students for upper division general education courses by identifying the thinking skills utilized in both general education and physics courses and by helping students practice those skills in the physics course. By challenging students to employ the cause/effect distinction in solving physical problems while, at the same time, alerting students to important uses of this distinction outside of that discipline, especially in the upper division general education courses, an instructor can make a significant contribution to the general education program.

No matter what strategies curriculum designers adopt for preparing students for upper division general education courses, they must first identify the specific thinking skills utilized in these junior/senior courses. The second step involves advertising the need to develop these skills, whether through a required thinking skills course specifically designed for the general education program or through courses offered outside of the program. The issue of thinking skills arises with the introduction of any new course into a curriculum, but the issue is particularly pertinent with the introduction of general education courses at the upper division level. It is an issue which administrators and instructors cannot afford to overlook.

Dr. Rembert participated in AAC's National Fellows Program during summer 1982. He welcomes correspondence from others concerned with the preparation of students for the skills necessary in upper division general education courses.

University of Maryland at College Park

Thinking Relativistically

Juniors and seniors are challenged with issues and concerns that have no right or wrong answers in the final sequence of the University Studies Program (USP), the three-year-old general education requirements at the University of Maryland at College Park (UMCP). Labeled advanced studies, the final sequence consists of two upper division courses which promote the development of critical thinking skills and build on the knowledge gained in the earlier fundamental studies and distributive studies sequences.

After completing 56 credit hours (the equivalent of two years of college), students enroll in one course each from those which have been classified as Development of

Knowledge and Analysis of Human Problems courses. The former courses, as described in the undergraduate catalog, "focus on the creation, discovery, exploration, testing, and evaluation of knowledge in one or more disciplines." Robert Shoenberg, dean of undergraduate studies, characterizes the Analysis of Human Problems courses as those in which students actively address, rather than merely study, cultural, scientific, aesthetic, or social problems.

The decision to implement upper division general education requirements followed studies conducted by two committees acting on charges from the Campus Senate, according to Shoenberg. In 1976 a five-member faculty committee wrote a report on the principles of general education, after a study by Shoenberg revealed that nearly all of the 2,400 UMCP courses were potential general education courses. At that time, the university required the students to complete 30 credit hours divided into the three areas of science, mathematics, and engineering; behavioral and social sciences and human and community resources; and arts and humanities.

Upon completion of their general education report, the first committee joined with ten other faculty members in conducting campus hearings with members of each of UMCP's five academic divisions. Employing the report as a basis for discussion, the committee gave faculty members and administrators the opportunity to express their ideas and goals for general education. "At the conclusion of the hearings we had a good consensus of what people wanted. Our next move was to put their ideas into curricular form," says Shoenberg.

The curricular form adopted by the committee and approved by the Campus Senate consists of course work in fundamental studies, in distributive studies, and advanced studies. For the first requirement, all students, with the exception of those classified as exempt on the basis of college placement scores, complete Introduction to Writing and Junior Level Expository Writing or Technical Writing, and Introduction to Mathematics, Pre-Calculus, or another specified lower division mathematics course. While the first writing requirement is an introduction to composition, the second emphasizes the styles of writing appropriate to students' majors and future careers.

While administrators have already designated which courses fulfill the fundamental studies requirements, the selection of distributive and advanced studies courses is an on-going process completed by the USP Review Committee, according to Shoenberg. "The committee reviews all proposed courses and determines whether they will be accepted or returned to the departments for revision," says Shoenberg.

To be selected for distributive studies, courses must be appropriate for freshmen and sophomores who have no previous exposure to the subject and must not be designed primarily for professional preparation in a major program, although they may be courses required of some majors. Students complete two courses each in the areas of culture and history, natural sciences and mathematics, literature and the arts, and social and behavioral sciences. "These new areas provide the rationale and logic that were missing from the old general education requirements," says Shoenberg. "The courses help students gain some experience with the variety of ways in which scholars make and organize observations about the world."

Advanced Studies

While the majority of distributive studies courses are existing departmental offerings, many advanced studies courses are new courses designed by one faculty member, according to Shoenberg. The USP Review Committee looks at several factors when examining proposals for advanced studies courses, says Shoenberg. "Development of Knowledge courses must address the question of 'what are the criteria by which we can be said to know what we say we know.' Analysis of Human Problems courses must define the problem to be addressed and introduce the student to methodological approaches to the analytical treatment of the problem," he says.

In addition, Shoenberg states that advanced studies moves students beyond courses in which they are asked to master a body of knowledge to courses in which they are forced to deal with questions that have no correct answers. Shoenberg identifies William G. Perry, Jr.'s Scheme of Cognitive and Ethical Development as the reference point for the advanced studies courses. "We want students to go beyond dualistic thinking to a more relativistic framework," says Shoenberg. Thus, faculty members require students to see beyond the stance that an answer is either wrong or right and "weigh evidence and come to some conclusions on their own," says Shoenberg.

Courses which satisfy the Development of Knowledge requirement inlcude Stars and Stellar Systems, History of Political Theory—Modern and Recent, and Philosophy of Law. In the former course students consider such questions as "How does a star change with time?" and "How can this be checked when the evolution occurs on a scale of hundreds of millions of years?" Juniors and seniors examine the writings of Machiavelli, Rousseau, and Marx in the political theory course in order to develop their own understanding of human nature and the relationship of the individual to the state.

Six other courses that satisfy the Development of Knowledge requirement are the result of a recent National Endowment for the Humanities grant. Six instructors and 12 graduate students met in weekly seminars to develop courses dealing with the relationships between science and humanities. Shoenberg, who calls the project "one of the most interesting things I have ever been involved with in higher education," designed The Arts and the Sciences, which he is teaching for the first time during the fall 1982 semester.

"This course compares the modes of conceptualization and expression of scientists and artists," says Shoenberg. He illustrates the differences with various assignments. For example, students describe "the phenomenon of snake" as presented in the entry under snake in the *Columbia Encyclopedia* and in Emily Dickinson's poem, "A narrow fellow in the grass." In another assignment they contrast John Donne's poem "The Good-Morrow" with a social psychologist's attempt to measure romantic love.

Another course developed under the NEH project is Ways of Knowing About Human Stress and Tension. Especially popular with students, this course examines assumptions about stress from the viewpoints of the life and behavioral sciences and literature and art. Discussion topics include stress as a stimulus for the creative experience, creativity as a solution to conflict, and the psychosocial determinants of stress.

For the Analysis of Human Problems component of advanced studies students select courses which range from the Application of Technology to Societal Problems to Scarcity and Modern Society and Law, Morality, and Law. In each of these courses faculty members again make self-conscious efforts to strive for the kinds of intellectual development described by Perry, according to Shoenberg. For example, in the technology and societal problems course the juniors and seniors explore the decision-making process involved in determining solutions to such problems as transportation, housing, and pollution control.

The Natural History of the Chesapeake Bay is an Analysis of Knowledge course which faculty members developed with a U.S. Department of Education Fund for the Improvement of Postsecondary Education grant. In this project instructors introduced experiential learning components into their general education courses. The Chesapeake Bay course includes simulations in which students confront "the conflicting claims of different groups on the uses and protection of the bay as a natural resource," says Shoenberg. Students play the roles of developers, environmentalists, fishing interests, and the Baltimore Port Authority who are presenting their viewpoint to policymakers.

In the 12 general education courses developed with FIPSE funds, the instructors are "extending the boundaries of experiential learning beyond career education," says Shoenberg. "We wanted students to see what happens to classroom theories in the real world. It is another way of stressing the importance of Perry's ideas and getting students to stop seeing things in only black and white," he says. Other experiential activities in USP courses include research, presenting a program at a conference, and working with gifted and talented students.

Although fall 1982 is the first time since USP's implementation that students will have accumulated the 56 credits necessary for advanced studies, Shoenberg can anticipate what some of the problems will be as juniors and seniors become more aware of the new requirements. "Some students will complain when the courses demand that they think in less dualistic terms and in more relativistic ways," says Shoenberg. "These will be the majors who have taken only fact-oriented courses and who cannot find any advanced studies courses that are consistent with their notion of what university courses should be—they will have never been challenged in quite this way before."

Shoenberg also admits that the USP will be difficult to monitor at a university as large as UMCP. He says it will be an ongoing effort to remind faculty members of the rationale behind the new program and to insure that they continue to teach courses in a manner which satisfies the USP criteria.

"We went for a very standard sort of distribution requirement," says Shoenberg. "In advanced studies we are trying to do something a little unusual. This is our small effort to make sure that all students have at least a couple of courses that require them to think relativistically. Any institution of higher education that does not try to do something like this is shortchanging its graduates." *P.B.*

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Lewis & Clark College

Liberally Educated Citizens

By requiring an upper division general education course, Lewis & Clark College administrators are helping students make the transition from college life to the working world, says David Savage, director of general studies. "We wanted a general education experience that would be fresh on their minds as they graduated," he says.

During their junior or senior year, students must enroll in one course classified under the Contemporary Issues rubric. These courses demand that students, acting as generally-educated citizens, bring the "values, skills and insights of their liberal arts program" to bear on a focused contemporary concern, according to Savage, who is also an associate professor of history. Contemporary Issues courses are the culminating experience in the college's three-year-old General Studies Program, which also features a year-long freshman sequence on society and culture. In addition, students must complete two courses from each of the areas of natural sciences and social sciences and one course each from the areas of creative arts and physical education, and satisfy proficiency requirements in mathematics and composition.

A faculty committee designed the new general studies requirements after a 1976 institutional self-study revealed a lack of focus in the curriculum. "There was no guarantee that students were getting a coherent background in general education," says Stephen H. Knox, associate professor of English. Knox, who is handling some of the administrative responsibilities of the General Studies Program while Savage serves as acting dean of the faculty, describes the old distribution requirements as "too hit or miss." After several years of discussion, faculty members approved the program, which is fully required of the class of 1983.

Society and Culture

Freshmen must enroll in one of the General Studies Program's year-long Society and Culture courses. They choose one three-term sequence from a group of 20 courses which include World Literature, Freedom: Myth and Reality, and Western Political Tradition. "In developing these courses we made a commitment to a balanced presentation of western and nonwestern materials, which follows the curriculum's emphasis on global understanding," says Savage. Knox notes that the sequences investigate ancient, preindustrial, and modern societies. In the last two years, the instructors also have tried to achieve gender balance in the sequences; thus, materials by and about women are discussed in each course.

In addition to the content goals, Knox lists several skills goals for the Society and Culture sequences. "We encourage the students' critical, intellectual capacities," he says, "as well as the development of discussion skills." Instructors also emphasize writing skills by requiring a variety of writing assignments and by offering constructive feedback during different stages of the writing process.

Savage describes Comparative Cultures as a typical Society and Culture sequence. By comparing the traditions of western Europe and India, instructors "focus on the concept of culture, how it is acquired, who acquires it, how it is different for women and men, and how subcultures develop," says Savage. In the fall term freshmen study the sacred texts of Judaism, Christianity, and Hinduism. The winter term focuses on medieval Europe and India, while the spring term examines the conflicts between the two cultures in the modern world. As with other Society and Culture courses, Comparative Cultures terms are team-taught by various faculty groups. Comparative Culture instructors' specialties include religious studies, literature, history, and humanities.

Self and Society is one freshman sequence which does not take the chronological approach, according to Knox. Students examine how such factors as gender, ethnicity, and social class affect a person's development. The fall term focus is on rites of passage as illustrated through literature and film. The winter term instructors concentrate on models of psychological development to illustrate differences in eastern and western cultures. In the spring term students examine how the stages of human development have been represented in art and literature throughout history.

Contemporary Issues

While the majority of Society and Culture sequences deal with topics in the humanities and arts, the upper division Contemporary Issues courses also employ faculty members from the natural and social sciences, business, and communications. Through an examination of concerns ranging from the Vietnam war and economic relations with Japan to evolution and sociobiology, students learn to apply theoretical analysis to problems and develop practical solutions, says Knox. Course activities include researching the various facets of a problem, interviewing experts, and writing position papers for submission to appropriate government representatives. Knox describes the latter activity as especially useful in providing practical experiences in which students can sharpen their writing abilities.

Teaching Evolution is similar to other Contemporary Issues courses in that its students gather information on both sides of an issue and develop their own opinions. In this course, a biologist presents a historical overview of the problems surrounding the teaching of evolution versus creationism in the public schools. Students study Darwinian evolution and talk with teachers about how they present these materials in their classrooms. They read scientific critiques of creationism and interview advocates of creationism.

In his own course, The Consequences of the U.S. in Vietnam, Knox hopes students will prepare a position paper on the appropriate treatment of Vietnam veterans for elected officials and local veteran centers. Students study why the war "was treated as an exclusively American event" and the stereotypic image of the Vietnam veteran, according to a course syllabus. "We also attempt to understand the history of the war from both pro and anti points of view and identify how each of these developed in the 1960s and 70s," says Knox.

Students investigate how effective programs are in helping veterans readjust to society. The course description reports that students approach the topic from their own field of expertise; thus, "students looking toward law school might do research on cases pending against the government related to veterans who are dying from exposure to such chemicals (as Agent Orange)" and the "humanities student might ask . . . how the literature and histories of the period and the war have addressed the moral, aesthetic, and political consciousness of the public." Guest speakers include the wife of a Vietnam veteran, a veteran who has made a good readjustment, and a veteran who has had problems since returning.

In Child Development and Public Policy: The Juvenile Justice System, juniors and seniors learn about juvenile crime in the United States. They review recent legislative action and interview lawyers, counselors, and judges active in the juvenile justice system. Other Contemporary Issues courses include Philosophical Study of the Family, which examines the institution of the family throughout history and American Perspectives on the USSR, which focuses on contemporary Russian society and the American perceptions of Russia.

Knox characterizes the design of the Contemporary Issues courses as "guaranteed to capture student interest." Savage agrees, and says, "Student response is very positive. The courses are lively and compelling because they are relevant."

In addition to acting as a "counter-balance to the increasingly specialized knowledge acquired in the students' major fields," Contemporary Issues courses also serve as an effective source for faculty development, according to Knox. "Through their planning and participating faculty are expanding their knowledge in a way that is comparable to individual research and other professional activities," he says. "This is an effective method for achieving faculty renewal in a time of dwindling resources."

Knox says that the faculty members are confident that the General Studies Program is achieving its goals of introducing students to the approaches and concerns of disciplines outside their major field. One of the program's most successful characteristics, he says, is its ability to offer a maximum amount of variety within the context of a coherent general education program. *P.B.*

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The University of North Carolina at Chapel Hill

Specialization versus General Education

Recognizing that the structure of the large modern university often places too much emphasis on career and professional training, University of North Carolina at Chapel Hill (UNC-CH) faculty members have created a new general education program which gives renewed attention to the university's 200-year tradition of liberal arts and sciences, says William H. Graves, associate dean of general education. In the process, they extended general education to the junior and senior years, a time in which students often become too narrowly specialized. "We wanted students not only to learn something in depth, but also to begin to see how their specialty relates to other areas," says Graves.

Faculty members approved the new requirements after a two-and-a-half year study; beginning with the 1982-83 academic year all freshmen must follow the new program. The new requirements feature basic skills courses in foreign language, mathematics, and composition and arrange distribution courses in categories called perspectives. Previously, undergraduates completed courses in composition and mathematics or foreign language and distribution electives from the divisions of natural sciences, social sciences, and humanities and fine arts.

The curricular reform committee, which proposed the new program, also created Graves' position of associate dean of general education and gave him responsibility for selecting general education courses and managing the program. Graves, who is also a professor of mathematics, is assisted by a new faculty committee on general education.

Students begin their academic careers in the General College, which shares the courses and faculty members of the College of Arts and Sciences. As juniors they enter a degree program in the liberal arts college or one of the professional schools. Freshmen and sophomores complete the basic skills courses while in the General College. The goals of these courses, according to the program catalog, is to help students gain the ability to "write clearly, read critically, speak effectively, comprehend a foreign language, use mathematics, reason analytically, and understand abstract reasoning."

Students also complete the lower division perspectives requirements in the General College. The label *perspective* refers to the "ways of looking at the world" categories that the curricular reform committee devised for the distribution requirements, says Graves. Students complete two courses in the aesthetic, social sciences, natural sciences, and western historical and nonwestern/comparative perspectives, and one course in the philosophical perspective. By dividing courses into perspectives categories rather than by disciplinary content, the general education program is moving away from "knowledge for knowledge sake" and striving for greater student understanding of the methodologies employed in the different perspectives, says Graves.

Graves and the general education committee reviewed 300 existing courses in order to establish which UNC-CH offerings would satisfy the perspectives requirements. They judged each course by criteria established for each perspective and by requirements for lower division general education courses. Graves lists the latter as an emphasis on analysis and writing and a focus that does not presume previous knowledge of a subject or is not too narrow for students planning majors in other fields.

Committee selections for the social science perspective include Human Dilemmas, an anthropology course which presents a cross-cultural view of contemporary problems such as war, racism, and gender role liberation, and Introduction to Language, a linguistics course which focuses on the similarities and differences of various languages and traces their origins.

In the aesthetic perspective students learn how the "full range of human experience is given expression" by completing one fine arts course and one literature course, according to a committee report. Fine arts courses include such art courses as History of Western Art and Baroque Survey, the English course Movie Criticism, and the music courses Fundamentals of Music and Introduction to Jazz. The philosophical perspective draws courses from the departments of economics, philosophy, political science, religion, and sociology "to provide knowledge of the nature of reason, intuition, and faith and to develop (students') capacity to comprehend moral and ethical issues." Courses include Introduction to the History of Economic Thought and Major Issues in Political Theory.

Courses such as Physiology, Plant Biology, and Animal Evolution satisfy the natural sciences perspective; one course must include a laboratory. The committee believes this perspective is especially valuable in helping students prepare for active citizenship in a technological society.

Similarly, the western historical and nonwestern/comparative perspective provides a background in the social, political, and cultural events which shaped western society. Students must enroll in one course that examines "a period of western history before 1700." For their second requirement they choose a course focusing on western history, nonwestern culture, or comparative studies.

Upper Division Perspective Courses

Students pursuing a Bachelor of Arts degree in the College of Arts and Sciences must complete one additional course in each of the five perspectives during their last two years. The curricular reform committee determined that the Bachelor of Science programs, such as those in the Division of Health Affairs, were too tightly structured because of accreditation requirements to allow for additional general education work in the junior and senior years.

In establishing upper division requirements the faculty members were promoting the continued benefits of a broad liberal arts education, says Graves. "We want juniors and seniors to be with students from a wide spectrum of majors," says Graves, "and to apply their knowledge to the various perspectives." Although the general education committee has not formally approved any upper division perspective courses, they will en-

courage students to choose courses which complement their freshman/sophomore perspective courses, says Graves.

Potential upper division aesthetic perspective courses include surveys of Chinese, African, or Polish literature and examinations of music in the theatre or cultural symbolism in the arts. For the upper division natural sciences and western historical and nonwestern/comparative perspectives, students must complete courses which add breadth to their General College courses. For example, the three courses which satisfy the lower and upper division natural sciences perspective must be drawn from at least two of the following areas: physical, life, and mathematical sciences. Similarly, for the western/nonwestern perspective students must complete separate courses which present "a period of western history before 1700," "span a subject matter of at least two centuries and (feature) an emphasis on a variety of topics," and focus on nonwestern cultures or comparative studies.

Faculty members are currently developing another upper division option: the capstone course. "These courses will integrate knowledge and modes of thought from many perspectives," says Graves. He lists Darwinism in American Life and Thought as a good example of a potential capstone course. This history course covers the effect of Darwin's theories on religion, literature and drama, and nineteenth century intellectual thought.

As faculty members design enough capstone courses to fulfill potential demand, the committee will recommend that juniors and seniors substitute a capstone course for one perspective requirement. Administrators recently submitted a proposal to the National Endowment for the Humanities (NEH) for faculty development funds for these courses.

Graves says that the NEH proposal also touches on an aspect of the new general education program which he thinks will have as great an impact on North Carolina high school students as it does on UNC-CH graduates. "Through strong new general education requirements, the curriculum constructively attempts to ameliorate the decline in quality of high school curricula," says Graves. He notes that although it is too soon to judge the impact of the requirements on high school courses, he has received calls from teachers thanking him for "providing the stick that says 'we really need to beef up our programs.'" The NEH proposal seeks funds for workshops for high school writing and foreign language instructors.

In sharing what he has learned in the process of implementing the new requirements, Graves says, "Be prepared to spend time thinking through the basic conflicts between major programs and general education. The result is new quality in the curriculum and renewed attention to general education." *P.B.*

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Albertus Magnus College

Modes of Inquiry

Freshmen entering Albertus Magnus College, a Catholic women's college, in fall 1982 are the first participants in the new general education program, Modes of Inquiry. The program originated from the faculty members' desire to provide students with an alternative to the distribution requirments, which will remain an option for all students. Faculty members developed the program, in consultation with administrators and students on campus, with funds from the National Endowment for the Humanities.

The Modes of Inquiry Program's overall goal is to help students become more active participants both in their education and their society—to make them "critical and creative participants in the world," says Mary Savage, director of the NEH implementation grant and professor of linguistics. Students must understand their world to interact with it, and the role of general education is to introduce students to methods for gleaning knowledge, or "modes of inquiry," Savage says. Each year students in the program take a year-long, two-course sequence, each developed by two professors from different disciplines, which introduces them to a new mode of inquiry. The two professors each take one semester to lead the class and present their discipline's view. In the freshman year, students participate in Mode I sequence, which focuses on describing as a way of gaining knowledge. In Mode II sophomores focus on discerning order and patterns in the world, and in Mode III juniors learn to critique these patterns and their own knowledge and behavior. The senior seminar, Mode IV, requires students to solve problems and understand how to make judgments based on the knowledge they have gained.

Program Structure

The new program will extend over a student's four years "so that general education will be associated with intellectual maturity, not just the immaturity of the first year or two of college," according to the NEH proposal. To introduce students to general education, faculty members began a freshman humanities program in 1979 with additional NEH funding. The Freshman Humanities Program's theme is the relationship of the self and the city. Students choose from two sets of four minicourses as part of this. Next year's minicourse options include The City and the Poet (literature), Stress and City Learning (psychology), The Ecology of the City (biology) and The Prophet in the City (religious studies). The year-long Freshman Humanities seminar, Thought and Expression, focuses on developing the skills of logical thinking, careful reading, articulate speaking and effective writing—"the humanistic skills essential for work in the various liberal arts disciplines," the report states. The Freshman Humanities Program is not oriented towards covering an extensive body of material, but, instead, to teaching students the importance of integrating knowledge from various disciplines and of developing the necessary skills to obtain and present ideas, Savage says. Faculty members

should benefit from the program by becoming comfortable with and appreciative of frequent dialogue with students and instructors from other departments.

Freshmen also complete a Mode I sequence of two courses, "linked primarily by their similar utilization of attentive experience, observation, and description of materials," according to a report. For example, during the fall 1982 semester students can choose Images of Women: Creators and Creations, taught by an English instructor and a mathematics professor, and Human Communication, taught by a linguist and a psychologist.

Mode II focuses on the question "how do I discern patterns in experience?" and will help students develop the ability to create patterns. To answer this question faculty members may choose to examine a historical period of development in history from the perspectives of two very different disciplines. In the first semester one professor will present an overview of the period and in the second semester the other professor will focus on a single facet of the topic. Both professors will remain strongly rooted in their own discipline. In Greek Culture, taught by a Classics and a mathematics professor, students will study the Greeks' approach to knowledge and view of the cosmos in the first semester, and specific mathematical and physics theories in the second semester.

After learning how to discern and form patterns in Mode II, students should recognize some of the large human issues that patterns reveal and see the need for making judgments about them, the report states. Mode III, therefore, is geared to teaching students how to make informed judgments about experiences and personal commitments. Each sequence in Mode III will include a humanities course focusing on values, such as a course in philosophy or religious studies. As is true of all modes, the sequences' courses will "be integrated by their common focus on a series of questions crucial to understanding the topic from both disciplinary perspectives," according to the report. Some of the sequences tentatively planned for Mode III are Human Freedom, which will combine philosophy and French and question the nature of freedom, influences on freedom, and how to use personal freedom; and Uses of Myth, which will combine English, religious studies, and political science and ask, "what is myth and how is it used, particularly to change societies?"

Mode IV is a one semester senior seminar exploring the question "how do I use my own ideas and judgments, fostered by the enduring traditions of human thought, to solve problems?" the report states. The seminar will require students to use the skills and knowledge they developed over the span of their education to solve one contemporary problem. Students will have four seminars to choose from, each taught by one professor and based in one discipline. To avoid having a seminar lose its interdisciplinary qualities, the seminars will all focus on the same problem. Faculty members will plan their courses together, monitor each other's courses, and act as resources for each other. The proposed seminars will be in biology, mathematics, sociology, and English, but will all focus on the relationship of humanity and technology, Savage says. The questions the professors will broach include what are the potential benefits and threats to humanity of technological revolution and how do we control technology so the benefits outweigh the threats?

To help students become active participants in their education, faculty members in all modes will make field trips and community projects part of their courses. Classes will be small, with a limit of 25 students in Mode I to III and 15 in Mode IV, to guarantee student participation in discussion. Teaching methods will range from team teaching to large lectures complemented by small group discussions, the report says.

The faculty's involvement and response to the program represents both the most unique and most problematic aspects of the new general education program, Savage says. Faculty development is a key part of the program, and the grant will support two kinds of development activities, Savage says. Faculty members will participate in summer and mid-term developmental workshops to prepare and assess each of the sequences. In addition, the two faculty members teaching a sequence will work very closely, and "finally become partners in an ongoing dialogue," Savage says. To encourage interdisciplinary learning and to improve pedagogy, each instructor will sit in the other professor's class, complete a class project, and periodically review the professor's performance, Savage says. Despite faculty members' enthusiasm for the program, Savage is experiencing difficulty in getting them to be open to the idea of examining the problems not customarily handled by their disciplines and to answer liberal and varied questions with the information from their disciplines. The faculty members are "fairly traditional teachers who have been trained to simply introduce their discipline to the students," Savage says. "The problem boils down to," she says, "how do you get people trained in narrow specializations to do general education?"

T.A.

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Indiana State University

An Alternative: The Study of Contemporary Issues

As an alternative to their regular general education program, Indiana State University administrators developed in 1969 a series of interdisciplinary lower and upper division courses "organized around the study of contemporary issues of value and choice," says Elaine Kleiner, director of the program. The approximately 300 participating students, 2.7 percent of the university's total enrollment, compare how social scientists, humanists, scientists and artists work on similar contemporary issues in the University Studies Program, according to the course catalog. As students progress through the program they encounter recurring issues in their courses, such as environmental concerns and science ethics. In the lower

level courses students develop the skills needed to examine the topics on a more advanced level in their upper division courses. The professors strive for coherence in the materials presented in the program and to develop "a community of common seekers after solutions to the pressing social problems," according to the program description.

In the regular general education program students have a much wider choice of courses and they are only encouraged, not required, to take upper level general education courses. The material they encounter lacks the common theme the University Studies Program provides, says Marshall Parks, acting director of the University Studies Program until January 1983, while Kleiner is on leave. The regular general education program is arranged "cafeteria style," Parks says. Students select courses from three divisions in the undergraduate curriculum: Philosophy and the Arts, Science and Mathematics, and Social and Behavioral Sciences. Two graduation requirements for all students influence what general education courses students take: students must have at least 11 hours of course credit in each of the three divisions, and 40 percent of their total credit hours must be in junior or senior level courses.

The goals of the regular general education program are less unified than those of the University Studies Program, says Parks. They are to develop students' writing and speaking abilities, an appreciation for the humanities, an understanding of the role of science in the modern world, and a mature social and historical perspective, according to the course catalog.

Faculty members developed the University Studies Program out of a recognized need for an alternative to what they saw as a "hit or miss" general education program. According to Parks, the faculty sought to develop a program that would be truly interdisciplinary and help students gain a broad knowledge and appreciation of the sciences, social sciences and arts, while allowing them to take courses in their major as freshmen, if they desire. In the tradition of educator John Dewey, the faculty members want their students to be highly involved in their own education—to be doers, not just receivers, Park says. To do this they let students work on projects that are meaningful to them and relate closely to their interests. They also try to create a strong sense of community among the program participants.

The University Studies courses rely more on group discussion and paper writing than on lectures and quizzes, Parks says. The faculty members who teach in the program are relaxed in the classroom and interested in innovative teaching methods, Parks believes. They volunteer to develop the courses and take on the extra teaching load, often without extra compensation, because they value teaching, Parks says. Their teaching methods rely heavily on field work, using the community as their text, for example. According to Parks the emphasis on classroom discussion and writing helps facilitate the program's goals of developing students' communication, interpersonal, and information processing skills.

Parks says that they have succeeded at creating a small academic community among program participants. Students easily become acquainted; the limited number of courses to choose from means that students will frequently have the same classmates during their four years in the program. In addition, the staff encourages a sense of community by arranging social functions and extracurricular activities.

University Studies Course Requirements

Students take four core courses in their first two years and four interdisciplinary upper division seminars in their last two years. Advisers strongly recommend the two senior level seminars for all of the students, but those who have filled their requirement of 11 hours in science and mathematics with general education courses may choose to be exempted, as the senior courses are science oriented. Of the required 50 hours in general education, 36 must be taken in University Studies courses, but the remaining 14 may be in any approved general education course electives which complement the student's interests. In all of the University Studies courses "disciplinary traditions are brought to bear on such areas of Twentieth century concern as Third World development, nuclear power, the environment, the nature of knowledge, future of technology, and human values and human potentialities," Kleiner says.

Freshman and sophomore core courses prepare students for upper division seminar work. The courses acquaint students with the nature of a discipline, the interdisciplinary approach, and the value of decision making and communication skills, according to the course catalog. All students take the core courses Contemporary Issues, Ways of Knowing, and The Individual and Global Society. In Contemporary Issues students study local community concerns, undertaking the study of a single issue, such as nuclear energy or discrimination. In Ways of Knowing students are introduced to the methodology and philosophy of the various disciplines they will encounter later in the program. The Individual and Global Society is a two-semester course sequence examining how the United States interacts with the rest of the world. The class leads to "an understanding of the nature of global interdependence," according to the course description.

Upper division seminars "emphasize the relationship of liberal studies to public concerns," according to the course catalog. The junior level seminars focus on contemporary problems in a variety of fields. The seminars are Books and Issues, Movies and Society, American Policy Options, Man and Technology, and Science and Public Policy. The latter two are popular seminars, according to Parks. Man and Technology's focus on computers is a real drawing card, he says. The course delves into three topics during the semester: The Effect of Technology on Society, Introductory Computer Programming, and Uses and Effects of Computers. Students conduct projects that deal with the application of computers in an area of their own choosing, according to the course syllabus. Science and Public Policy explores "the relationship between certain scientific problems and their resolution through political decision," the course catalog states. Students discuss such problems as population, mineral reserves and resources, and renewable and nonrenewable energy.

The two senior level seminars are Man and His Environment and Exploring Man's Potential. The latter is a

capstone course, meaning it tries to tie together the different concepts presented in the program's other courses. Students question what is the potential of the human race and of individuals, including the class participants. Guest speakers present "alternative concepts of nature and the future of man," according to the course description. At the end of the course students deliver addresses on the problems and challenges they predict will arise in their special fields in the near future.

The primary goal of Man and His Environment, the other senior level course, is "to enable students to understand environmental problems and the tactics and strategies of environmental problem-solving and decision-making. The instruction focuses on man's interrelationship with his natural and man-made surroundings," the course syllabus states. The semester is divided fairly equally between studying basic environmental themes, aquatic ecosystems, environmental issues debates, and terrestrial ecosystem and bird studies. Field work constitutes 40 to 60 percent of the class time and includes analyzing the physical and biological aspects of a stream and studying the behavior of local species of birds. The course culminates with panel debates on such topics as acid rain, nuclear power and arms, equal rights for women, abortion, and local zoning and land acquisition projects.

Strengths and Stumbling Blocks

An alternative to upper division courses that needs development is the independent study option, Parks says. Students in the past have earned credit for working in a federal penitentiary and studying the ecology of a local pond created from strip mining. "Students do not go looking for independent studies," Parks says, nor have the projects been very successful. They are difficult to direct and instructors have been disappointed both with what they could offer the students and with what they received in return.

The University Studies Program is particularly strong in improving students' writing skills, Parks believes. The emphasis on writing instead of examinations contributes to this, as well as the instructor's willingness to work with students through various drafts of a paper. Faculty members evaluate the entire writing process, but grade only the final product. The freshman level courses focus on basic grammar skills and style. Upper division faculty members review materials from the lower level courses and then go on to study the type of writing required of their discipline.

The emphasis on writing skills in both general education programs and the length of time necessary to develop good communication skills is only one reason the general education program extends over four years. Incorporating general education into all levels of an undergraduate's four years represents the importance the university as a whole places on general education. "General education is every bit as important as the major, both for education of the person and career preparation," the course catalog states. A benefit of extending the University Studies program, in particular, is that students have the chance to watch and analyze the issues, such as environmental controversies, that reoccur in the courses as they change and develop. In addition, Parks says, as the students mature personally and in their knowledge of their major field, the subjects they encounter in their general education courses take on new significance. *T.A.*

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Saint Joseph's College

Well-Rounded Graduates

Thirteen years ago admininstrators and faculty members at Saint Joseph's College, a Catholic liberal arts college, began implementing an interdisciplinary core program which they hoped would produce what their rhetoric had always promised: "a liberally educated and concerned" graduate, according to John Nichols, core curriculum coordinator. Firmly established by 1976, the core program features ten interdisciplinary courses which are team-taught by faculty members from various departments.

A primary motivation for the switch from the traditional distribution requirements to the core program was the desire to include the message that had been missing from the earlier approach: "That liberally educated people can read and discourse with intelligence and pleasure in a wide variety of subjects and topics," according to a committee report. Says Nichols, who is also a professor of philosophy, "We wanted well-rounded graduates but had never shown them any well-rounded teachers, only specialists operating in their own fields."

In each of the core courses, faculty members from several departments present lectures and serve as discussion leaders. For example, instructors participating in the core one course on contemporary America represent the departments of history, English, economics, sociology, music, communications, and foreign language. As lecturers, the instructors take "the traditional role of an expert in commenting on a reading assignment or related topic," says Nichols. As discussion leaders, the instructors help students understand the ideas presented in the various lecture topics and demonstrate that liberally educated persons can discourse on topics outside their areas of specialization.

Providing common experiences throughout the undergraduate program also has influenced students' opinions of general education, says Nichols. "This switch in structure communicates that what goes on in general education is every bit as important as what goes on in your major—it is not something you cram into the freshman year," he says.

The Curriculum Revision Committee, which developed the program in 1968, was responding to the recommendations by the college's new president that the entire faculty

reconsider the general education program in light of curriculum revision trends and the Second Vatican Council's emphasis on community in the Catholic Church. Their actions were guided by two basic principles, according to Nichols. The program had to provide a common academic experience, and employ an interdisciplinary approach.

The committee followed the same pattern in designing each of the first nine courses in the program. An entire undergraduate class attends two weekly lectures on their core course topic, presented by faculty members assigned to each core. In addition, they meet twice a week in groups of 18 students each with one of the semester's lecturers to continue discussions on the lecture topics and assigned readings. The final core course, taken during the spring semester of students' senior year, is a semester-long seminar, which students select from several available options.

Course Content

Titled The Contemporary World, core one provides freshmen with an examination of the American scene since 1914 in order to help them understand how the world and their identity have been shaped by their grandparents' and their parents' expectations and experiences. Core one begins with a discussion of the American dream and retains it as the central focus in subsequent sections on the Depression, the Cold War, the civil rights and feminist movements, and family structures.

Armed with a knowledge of twentieth century America, freshmen reach back to early Hebrew culture in their second semester core, The Roots of Western Civilization. They also examine the worlds of the Greeks and the Romans in lectures and readings on the Bible, Homer's *Iliad*, Plato's *Republic*, and Juvenal's *Four Satires*.

The historical survey of western civilization continues in core three, The Christian Impact on Western Culture, during the first semester of students' sophomore year. Through readings from the Bible and such works as *The Confessions of Saint Augustine*, Thomas Aquinas' *On the Nature of Man*, and Thomas More's *Utopia*, students cover the period from early Christianity to the Reformation. As with all the core courses faculty members maintain the interdisciplinary nature of the program through lectures on the art, literature, and music of the periods covered.

Core four, The Modern World, brings the second semester sophomores back to 1914 through an overview of the political, economic, and scientific philosophies espoused between 1600 and the early part of the twentieth century. Topics range from Newton and the Scientific Revolution to Darwin and the Theory of Evolution and from Adam Smith to Karl Marx.

The focus of the core program widens in students' junior year as they look beyond themselves and the western world. In cores five and six, Man and the Universe, they study "the story of man as told by the sciences." Faculty members organize the material around the themes of the cosmic, biological, and cultural evolutions and consider the "theoretical and practical impact of science on the human situation." The juniors study the scientific method, natural forces, the solar system, chemical bonds, and molecular structures during the first semester. The second semester covers such topics as physical anthropology, sociobiology, and population growth and ends with discussions on bioengineering and the future of mankind.

Courses seven and eight, Non-Western Studies, also extend over students' entire junior year. In their first semester, juniors learn about India and China in lectures on Hinduism, Indian music, and contemporary India, and on Taoism and Buddhism, the traditional Chinese family, and China's current diplomatic relations and economy. In lectures on such topics as African village life and the historical phases of Japan, juniors explore the culture and history of Africa and Japan during their second semester.

In their senior year students move from the various perspectives presented in the preceding core courses to a synthesis of the materials in the context of Christian humanism, according to Nichols. Core nine, Toward a Christian Humanism, "makes explicit attempts to harken back to the things the students have learned and provide an integrative experience," says Nichols. In a recent article on the core program, Nichols wrote, ". . .the faculty (in core nine) . . . work with students to help *them* work out a personal synthesis of what it means to be human and Christian in this world of ours . . . . Having been exposed to a wide panorama of alternative historical and cultural ways of being human, the student is in a position to make value commitments that are enlightened, personal, and systematic."

Core ten, Christianity and the Human Situation, is one core course that does not follow the pattern of common lectures and small discussion groups. Instead, students choose one seminar course from a list which includes Ethics in Science, Ethics in Accounting, Christian Marriage, and Education and Human Situations. "The core ten seminar is intended to be a bridge between the Christian humanism as worked out in core nine and what is going on in the student's major field. The theoretical ideal was that students would look at current issues and problems in the context of the commitments and values of Christian humanism," says Nichols. He admits that core ten has not been as successful as the other core courses in maintaining interdisciplinary perspectives and an integrative approach.

In each of the ten core courses faculty members pay explicit attention to the development of writing skills, according to Nichols. The English department and core faculty members developed a comprehensive list of the types of writing that ought to be covered in the college curriculum and integrated these into the appropriate core course. During their eight semesters students have experience writing essays, research reports, laboratory reports, poetry, and even a travelogue on a trip through Calcultta. In addition, the college received faculty development funds from the Lilly Endowment to help faculty members pay more explicit and systematic attention to the speaking and thinking skills developed in their courses.

Organization and Faculty Development

The complex organization necessary for successful operation of the ten courses developed over the

program's first seven years, according to Nichols. The vice president for academic affairs appoints core directors to supervise each core's curriculum. Each director plans his or her semester syllabus with the faculty members chosen by the vice president to present the lectures and lead the discussion groups. "All faculty members must abide by the agreed-upon curriculum, instead of turning the discussion sessions into their own course," says Nichols. Faculty members must also attend all lectures in the core course in which they teach.

Nichols states that at the start of the core program faculty members learned to lead discussion groups outside their disciplines by doing it and by sharing ideas with their colleagues. About five years into the core's implementation, the college began receiving grants for the development of various core components. The recognition of their activities from outside the small town community eased potential faculty burnout and provided opportunities for faculty development, says Nichols. For example, a U.S. Department of Health, Education and Welfare grant provided funds for on-campus workshops on Africa, India, and Japan and faculty trips to these countries. National Endowment for the Humanities funds supported workshops on the epistemology of the various disciplines and on the arts so that faculty members would feel comfortable talking about these subjects.

Nichols believes that the core program has been successful in providing students with examples of liberally educated, well-rounded faculty members. A 1979 longitudinal study, completed by the college as part of the U.S. Department of Education Fund for the Improvement of Postsecondary Education National Project IV: Examining the Varieties of Liberal Education, found that the impact of the core curriculum included an increase in student self-confidence, a broadening of students' awareness of what is going on in the world, and development of writing and speaking skills, according to a core report.

In reflecting on additional benefits of extending the core program throughout the students' four years, Nichols states that the undergraduates find the upper division courses interesting and exciting. "In discussion groups with a variety of majors, they get an interdisciplinary perspective that may be different from the point of view that they are developing in their major field," says Nichols. He also notes that the core program allows students to gain additional maturity in their own field because they can begin taking courses in their major as freshmen. Nichols views this added maturity as an advantage in the competitive job market.

"The core program has provided a common ground for conversation among all students and among at least two-thirds of the faculty," says Nichols. "The attainment of a central intellectual activity on campus is the core's major achievement." *P.B.*

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University of Houston

Broadening All Students' Views

After five years of review and planning, administrators will launch a new general education program at the University of Houston in fall 1983. The inducement to begin developing the new core curriculum in 1978 was both the national decline in students' basic communication and reasoning skills and a reexamination of the university's goals and objectives. With the new core curriculum faculty members and administrators hope to create "a better balance between liberal education and professional specialization," without returning to the general education requirements of the 1950s. Their insistence that all students, regardless of their major, meet the general education requirements is particularly important in light of the university's large number of transfer and highly specialized professional students, says Robert Haynes, deputy provost and head of the core curriculum committee.

Acting on the premise that the role of education is to combat provincialism and widen students' perspectives on life, the core curriculum committee established goals of ensuring that students have a broad understanding of the humanities, social sciences and sciences, that they integrate knowledge from a variety of fields, and that they think logically and communicate clearly, Haynes says. The program extends through the senior year and is divided into three stages or "levels." Each level seeks to achieve one of the goals, although each level will also include a review and sharpening of the skills taught in the preceding levels.

The program's three levels are mastery of basic skills; acquisition of a knowledge base and development of advanced skills; and knowledge integration. In Level I students develop such basic skills as the ability to write concise, grammatically-correct papers, employ mathematics and algebra in their daily life and coursework, and form and understand a coherent argument, according to the core curriculum's final report. Before enrolling in the basic skills courses students take placement examinations. While some may then be excused from basic skills requirements, those who do not have sufficiently high scores will take self-paced, developmental courses before enrolling in the basic skills level. For the basic skills level students will take, in their first two years, courses in English and writing, and two courses in mathematics. All freshmen take College Algebra, and sophomores choose one course in either mathematics, logic, computer science, or statistics.

Level II seeks primarily to advance the skills developed in Level I. Students will take six hours in each of the following subject areas: political science and history, both required by the state; physical and life sciences; cultural heritage—courses emphasizing great achievements of civilization; and social and behavioral sciences, which will provide a knowledge of human behavior and social institutions.

Advanced Studies

Level III, Knowledge Integration, "tries to force students out of their narrow discipline and gives them the opportunity to grapple with an issue from a different perspective," Haynes says. Students analyze, criticize, and compare ideas from more than one discipline at a time, either in a theory-oriented or problem-oriented context. When using the problem-oriented approach, students compare how two disciplines, such as chemical engineering and economics, deal with urban problems. Students using the theory-oriented approach will examine how knowledge and methods can be picked from a variety of fields and, when integrated, used to tackle a problem or issue.

The three options students will choose from at Level III are taking six hours of Concurrent Enrollment courses, six hours of Knowledge Integration courses, or fulfilling the requirements of A Minor Program. In the first option students will take, concurrently, two three-hour courses designed by two or more departments. Courses taken concurrently will present two different approaches to a similar problem, so students can compare, analyze and criticize the methodologies and bodies of knowledge. These courses must have a prerequisite of a basic understanding of the subject matter. Examples of disciplines that students would study concurrently are philosophy and political theory or psychology. As a second option students may choose two separate Knowledge Integration courses, which have similar goals as the Concurrent Enrollment courses, but need not be taken concurrently. They may be team-taught and will integrate the materials of two disciplines to solve one problem. Courses faculty members may design as either a part of a Concurrent Enrollment option or as an Integrative Knowledge course are Population Biology, which will examine genetics, ecology and demography of natural populations; Modernization in South America Since 1850, which is a survey of the social, economic and political changes which have characterized modernization in South America; and Science and Religion, which examines the historical relationship of science and religion.

Haynes calls the third option for Level III, A Minor Program, "a kind of compromise," as it makes allowances for students' scheduling problems and does not entirely meet the goals of the general education program. Students will complete a minor program in a department other than their own. The department sets the specific requirements, but they must include at least 15 hours in the discipline with nine of those hours at the junior or senior level. Students who are likely to take this track are still busy filling the requirements of their major, and have accrued a substantial number of hours in another discipline, Haynes says. "But," he says, "the brighter students will find the knowledge integration option very enticing."

The program's courses, which faculty members are presently submitting for approval, will include revised existing courses and new offerings designed specifically for the program. The core curriculum committee is recommending that Level III courses be small seminars which require students to do extensive research and to defend their findings in class, according to the final report. All courses in the program include assignments requiring students to write clearly, read critically, "specify a problem in a manner that makes it amenable to solution," and do library research, Haynes says.

Agreement on course selection in a university with such an elaborate government structure as the University of Houston's is one of a number of problems Haynes has encountered in developing the new program. He also has faced problems in attracting professors to teach the courses. "Professors are promoted on the basis of research, not on the basis of teaching. In many instances your best teachers are the young PhDs who are struggling for tenure and have a great deal of fear in whether they can participate in this program and meet their course requirements," Haynes says. To resolve the problem the curriculum committee may recommend establishing a University College. Faculty members teaching in the general education program would have a joint appointment with this college and the university.

Because there is no outside funding for the program, the curriculum committee recommends mainly reallocating faculty resources, as opposed to hiring new members. The developmental courses are the only ones that require hiring some new faculty. But, Haynes says, the admissions office will, in 1983, increase the entrance requirements for the whole undergraduate program, thereby decreasing the number of students needing developmental course work.

Haynes foresees the most significant problem as monitoring the whole program, because the university is large and departmentalized. He worries about whether the basic skills taught in Level I will be reinforced and whether "the objectives of the core will really be carried out in the classroom." *T.A.*

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Additional Programs

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Course Clusters—California Lutheran College administrators are expanding the college's core curriculum by increasing the number of interdisciplinary three-course clusters, called loops, which students may choose to fulfill core requirements. Instructors first developed loops in 1979 with a National Endowment for the Humanities grant. They have been offering loops on a trial basis to fulfill core and major requirements, and they would now like to incorporate some as permanent fixtures in the core curriculum, writes Lyle Murley, professor of English, in a recent report. A loop consists of three courses, in related disciplines, which students take concurrently. In one of the courses, called a bridge, students spend approximately one-third of their time integrating the materials from all three courses, says Murley. Instructors developed the loops because they wanted to encourage interdisciplinary work without uprooting faculty members from their specific disciplines, the report states. The loops' goals are improving students' writing skills, emphasizing the importance of integrating knowledge, and providing experience in making judgments about language, their own and others' thinking, and the materials covered in their classes, Murley says. Another goal is to help students become acquainted with each other and provide them with a sense of group identity in the bridge course. Bridge class discussions focus primarily on the papers students are writing for their other courses. This helps students improve the drafts of their papers, ensures that classes focus on students' responses to the other courses' materials, and sets "a tone

of serious consideration of a student's judgments," according to the project report. Students can currently fulfill freshman and sophomore core requirements with the loops English, History, and Religion and Peace and Justice: An English, Religion and Sociology Loop, respectively; faculty members would like these to become permanent fixtures of the core curriculum. Faculty members would also like the upper division loop Business and Economics to become part of the core curriculum. Business administration and economic majors already use this loop to complete major requirements and as a way to integrate course work on international business, macroeconomics, and ideas in business. Murley believes the loops help achieve the goals of general education by enabling students to take discrete courses while learning the importance of integrating knowledge. The loops also provide opportunities for faculty members to collaborate on course development. The advantage for upper division students, Murley says, is that they can "take the specialized knowledge of their major and place that in relationship to other kinds of knowledge that they need in order to be literate people in the 1980s." *T.A.*

Lyle A. Murley, Professor of English

Davis & Elkins College, Elkins, WV 26241

The Liberated Life—In an effort to provide students with opportunities to consider topics of "concern to every liberally educated person" and to gain new perspectives from which to consider their academic program, Davis & Elkins College faculty members built a special sequence of courses into the college's new general education program in 1972. Called the Liberated Life, the sequence consists of four interdisciplinary team-taught courses spread throughout the students' four years. Faculty members designed the sequence and the other new requirements in response to an institutional self-study, which had resulted from the president's charge to "develop innovations to meet the challenges of the 70s and the 80s," says Will Gartmann, associate professor of foreign languages and college registrar. The new requirements replaced the college's traditional core curriculum and include demonstrated proficiency in composition and mathematics, participation in directed and independent studies, completion of courses in physical education and in three academic divisions outside a student's own, and the Liberated Life, also called the Integrated Sequence. The sequence provides a broad frame of reference from which students can view their distribution electives and their major department courses, according to T.R. Ross, administrator of the sequence during the 1982-83 academic year and professor of history. Each course features common lectures and discussion sections led by faculty members representing various departments. Freshmen begin with Human Freedom and the Counterforces, in which their discussion leaders also serve as their academic advisers. Focusing on the human need for freedom, students learn how to examine a topic from different angles and integrate these into a personal viewpoint, says Gartmann. In World Cultures sophomores first examine the nature of culture, ethnicity, and ethnocentricity; each discussion group later focuses on a different culture, such as Arabic, Hispanic, or Chinese. Juniors choose one Comparative Ideas course: Emancipators of the Modern Mind or Science and Human Values. In the former course students explore the philosophies of freedom proposed between 1848 and 1948 in readings on Marx, Gandhi, Nietzsche, and Freud. Class sessions explore the cultural, political and economic climates that produced these philosophers. In Science and Human Values juniors study the scientific method and the development of science from the early Greeks to DNA. Similar to the other junior year option, this course "ask(s) questions fundamental to the quality of human life" in its discussions on the interactions of science and society, says Gartmann. Seniors take a forward look at these concerns in The Future, the sequence's final course. They learn the techniques of future studies and combine these with the knowledge and skills acquired during their four years to examine the potential state in the year 2000 of such current concerns as overpopulation, nuclear war, and environmental pollution. Gartmann and Ross agree that the sequence develops students' reading, writing, speaking, and thinking skills. "The program lends a sense of unity to the curriculum and provides a common experience for all members of each class," says Gartmann. He also describes the program as a "synergistic experience for faculty members." Calling the planning and preparation of the program a tiring "labor of love," he finds that it helps faculty members become more familiar with each other's fields and work together as a team. *P.B.*

Will Gartmann, Associate Professor of Foreign Languages and T.R. Ross, Professor of History.

Frostburg State College, Frostburg, MD 21532

Basic Skills and Distribution Courses—Dissatisfied with the college's general education requirements, Frostburg State College faculty members approved a new program for implementation in 1980 which they hoped would provide a better rationale for distribution courses and identify skills necessary for graduation, says Joseph Malak, dean of the General Education Program (GEP) and professor of English. Previously, students completed two composition courses and twelve courses selected from four distribution areas which Malak notes "lacked rhyme or reason" in their composition and included some of the same departments, thus allowing students to fulfill the distribution requirements by taking courses from only a few departments. As originally designed, the new GEP featured basic skills, distribution courses, and an integrative learning experinece (ILE), a set of courses arranged around a common theme. The basic skills component includes courses in composition, speech, mathematics, symbolic languages (such as foreign languages or computer science), and physical education. The new distribution scheme includes courses from the areas of humanities, social sciences, natural sciences, and creative and performing arts. While the basic skills and distribution requirements are still in place, Malak states that the GEP's third component has undergone radical changes. Program designers conceived the ILE as a junior/senior activity that would add coherence to the GEP and serve as a culminating experience; students would pursue a theme of their own choosing by taking one course from at least three different departments outside their major. Faculty members voted to replace the ILE with an additional three courses selected from three of the new distribution areas. Malak traces the ILE's dissolution to such pedagogical concerns as "the traditional split" between the natural scientists who wanted the synthesizing experience in the students' major program and the humanists and social scientists who placed more importance on the ILE's goals than on specific course content. As a compromise before the new third component goes into effect in fall 1983, administrators restructured the ILE to include a required core course. Depending upon their major department's requirements, students choose either an existing departmental course or a new course called Integrating Knowledge as the ILE core. Integrating Knowledge epitomizes the ILE's purpose, says Malak. According to the syllabus, the course provides an understanding of "the cause and effects of fragmentation in culture, academia, and the individual" and assists students in applying this understanding to "interdisciplinary problem solving." After completing the core course, students gain further practice in interdisciplinary problem analysis in a theme of their own choosing by taking two courses in two departments outside their major. Although the restructured GEP does not have the synthesizing experience provided by the ILE, Malak is pleased with its other successes. Debates on the new requirements have focused attention on the program and "have caused faculty members to be more conscious of general education than they have been in years," says Malak. *P.B.*

Joseph F. Malak, Dean of the General Education Program

Lafayette College, Easton, PA 18042

Senior Colloquia—In 1980 Lafayette College faculty members adopted a general education program expressed in terms of eight goals: competency in the English language, quantitative or symbolic reasoning, understanding of inquiry in the natural sciences, understanding of inquiry in the social sciences, understanding of humanistic inquiry, knowledge of a foreign culture, appreciation of artistic expression, and an approach to synthesis. Although administrators recommend that freshmen entering during the 1982-83 academic year complete the new program, they are not required to do so, says Winfield Keck, acting dean of faculty. He says that the delay in fully implementing the program is caused by faculty disagreement on which courses can be used to complete the various goals. While students meet the first seven goals by enrolling in revised versions of existing courses, the last necessitated the development of new courses. Instructors translated this goal into a senior year interdisciplinary colloquium. Keck describes the colloquia's purpose as "pulling together the other goals and relating them to what students have learned and to current topics of interest." Instructors have tested several senior colloquia, including Senior Colloquium on Northeastern Pennsylvania and Darwinism: An Interdisciplinary Inquiry. Instructors from the departments of American studies, government, economics, sociology, engineering, and history participated in the refinement of the former course. According to a course description, students consider each of these disciplines in their examination of the "area's needs and poten-

tial." In the Darwinism course, seniors learn about the effects of evolutionary theory on "biological science, literary humanism, and social sciences." Keck believes both students and faculty members benefit from the senior colloquia. "Students will learn that in order to solve problems in today's society we must draw upon our own knowledge and a wide variety of resources," Keck says. "Faculty members will have the opportunity to interact with colleagues from other departments and look at matters from different perspectives."

P.B.

Winfield Keck, Acting Dean of Faculty

Northwestern University, Evanston, IL 60201

Senior-Year Activities—Recognizing that students' education tends to "essentially peter out" as they enter their last two quarters of college, a Northwestern University College of Arts and Sciences faculty committee proposed a variety of voluntary senior-year activities designed to provide a culminating and challenging experience, says Rudolph H. Weingartner, dean of the college. Their recommendations complement the college's freshman seminars and distribution requirements. For the former, freshmen select two seminars from a group of courses designed "not only to teach a specific subject but also to introduce how to critically examine, research, and write and argue about a topic," says Weingartner. Distribution requirements include two courses from each of the areas of natural sciences; linguistics, mathematics, philosophy, and computer studies; social and behavioral sciences; historical studies; values; and literature and fine arts. In outlining senior activities, the committee recommended increased emphasis on existing programs, such as departmental honors courses, and the creation of capstone courses and specially-designed senior seminars. They determined that the activities should be optional because they felt it was inappropriate to specify one requirement for students who were completing a wide range of degree programs; by developing several options, they hoped to create a variety of strong programs for any interested seniors. On the basis of course proposals, the committee selected "master teachers" to design capstone courses for implementation beginning with the winter and spring quarters of the 1982-83 academic year. The master teachers, so designated by the committee for their excellence in teaching, prepared interdisciplinary courses which build on the seniors' skills and knowledge and "broaden their intellectual horizons." Capstone examples include Art and Culture, in which an anthropologist and an art historian examine art's role in society through discussions on African, native American, and Eskimo cultures. During the 1982-83 academic year the committee is designing linkage seminars which will feature professionals from outside the university who will offer quarter-long courses on how their fields relate to the world of the academy and liberal education. Weingartner speculates that a judge could talk about the thinking, research, and writing that goes into the decision-making process in cases involving fraud, production law, patent infringement, and negligence; a museum curator could discuss the relationship between studying nineteenth century art and organizing a public show on it. Weingartner believes these activities will improve students' senior-year experiences and is very interested in seeing the students' response to the voluntary program.

P.B.

Rudolph H. Weingartner, Dean of the College of Arts and Sciences

Resources

This issue of *Forum* continues the publication's tradition of reporting on trends in general education. Previous examinations of this topic include Core Curriculum (October 1977), New Approaches to General Education (November 1978), and New Approaches to General Education II (November 1979).

The American College Testing Program, College Outcome Measures Project, 2201 North Dodge Street, P.O. Box 168, Iowa City, IA 52243. 319/337-1000. Aubrey Forrest, Director, Instructional Design and Assessment.

Beginning its seventh year, the project has helped over 500 colleges and universities develop their general education programs. Services include program evaluation instruments, such as tests assessing how close the college has come to meeting its goals; on campus consultants; national conferences; and research reports. The 1982-83 *Comp Prospectus* describes how colleges and universities can use their services.

Boyer, Ernest, L., and Levine, Arthur. *A Quest for Common Learning: The Aims of General Education*, Washington, D.C.: The Carnegie Foundation for the Advancement of Teaching, 1981.

This is the first paper stemming from a project of the Carnegie Foundation for the Advancement of Teaching designed to "clarify the purposes of higher education (and) to explore what constitutes quality." The two key questions the authors address are "Education to what end?" and "for what purpose?" The essay first establishes the weaknesses of general education, then compares the recent surge of interest in general education to past educational movements. General education is particularly important nowadays, the paper asserts, as students require an increasing amount of assistance in understanding their fragmented society. The authors propose a design for a general education program based on six shared human experiences, such as using language and belonging to groups and institutions.

Gaff, Jerry, and Klein, Thomas. *Reforming General Education: A Survey*. Washington, D.C.: Association of American Colleges, 1982.

The overall goal of the study was "to get a clearer view of the breadth of the curricular reform movement," and to review the changes taking place, what is contributing to the changes, what is standing in the way of change, and how individual colleges, universities, and associations can help make reforms. The study is based on 139 colleges and universities which are reviewing and revising their general education programs. The authors list such changes as the increasing proportion of required general education and liberal arts courses and the new emphasis on basic and advanced skills. Available for $3 from AAC.

Kramer, Martin, "A Critique of the Carnegie Essay on General Education; In Defense of Distribution," *Change* 13 (1981): 26-31.

The article challenges Levine and Boyers' argument that general education programs consisting of distribution requirements are too focused and narrow, and that they only introduce the subjects from the point of the professionals in the field. Kramer argues that these requirements introduce students to the serious pursuit of truth and expose them to each discipline's approach.

National Association for Core Curriculum. 316 White Hall, Kent State University, Kent, OH 44242. 216/672-7977. Gordon Vars, executive secretary treasurer.

NACC is a membership organization of 300 college and high school teachers and administrators and educational associations, which has been promoting general education and integrative learning since 1953. NACC believes that the core curriculum should first and foremost address the students' needs and interests, treat students as individuals, develop decision-making and lifelong learning skills, and incorporate experimental learning. It acts as a clearinghouse on general education and supplies members with research bibliographies, curriculum guides, and materials on core procedures and teaching methods. The association publishes a quarterly magazine called *Core Teacher* which is included in the annual membership fee of $10.

Addendum to October 1982 issue:
In addition to funding from the Surdna Foundation, the Pittcairn-Crabbe Foundation, and a joint Hewlett Foundation-Andrew W. Mellon Foundation grant, Franklin and Marshall College received grants from the Camille and Henry Dreyfus Foundation and the Shell Companies Foundation for development of the College Studies Program, according to Bradley R. Dewey, dean of faculty affairs.

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